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AUTHOR Samway, Katherine Davies; McKeon, Denise
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ABSTRACT

This book provides research information about programs and practices that have proven to be effective for helping language minority students achieve academically. Basic background information about language acquisition, legal requirements for educating linguistically diverse students, and placement, program, and assessment information is also provided to help guide educators through the new and emerging climate of high stakes accountability. The principle aim of this book is also to debunk some of the myths surrounding the education of language minority students. A total of 45 myths in nine categories (demographics, enrollment, native language instruction, second language acquisition, placement, assessment, programming, staffing and staff development, and parents and the community) are methodically set forth, explored, and then refuted with empirical research. The importance of debunking these myths is asserted because such beliefs color the policy, programmatic, and instructional atmospheres in which teachers teach and students learn. An extensive list of organizations providing resources for English-as-a-Second-Language educators is appended, including the names, addresses, and contact information (often including Internet addresses) for national organizations, research and development centers, professional organizations, not-for-profit advocacy groups, and local and state educational organizations. (Contains a glossary, extensive references, and an index). (Author/KFT)

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